

Text and Interaction: A Performance Analysis Written in Present Evaluations of Pedagogy Students in the Distance Mode

Janete Araci do Espírito Santo¹, Bianka Pires André², Sonia Maria da Fonseca Souza³, Carlos Henrique Medeiros de Souza⁴, Fabrício Moraes de Almeida⁵

¹Universidade Estadual do Norte Fluminense Darcy Ribeiro- UENF. Programa de Pós-Graduação em Cognição e Linguagem. Campus Campos dos Goytacazes/RJ, Brasil, Centro de Ciências do Homem. E-mail: janetesanto@hotmail.com.

²Universidade Estadual do Norte Fluminense Darcy Ribeiro- UENF. Programa de Pós-Graduação em Cognição e Linguagem. Campus Campos dos Goytacazes/RJ, Brasil, Centro de Ciências do Homem, biankapires@gmail.com

³Universidade Estadual do Norte Fluminense Darcy Ribeiro- UENF. Programa de Pós-Graduação em Cognição e Linguagem. Campus Campos dos Goytacazes/RJ, Brasil, Centro de Ciências do Homem, sonifon1@hotmail.com

⁴PhD in Communication (UFRJ), Coordinator of the Postgraduate Program in Cognition and Language of the State University of Norte Fluminense Darcy Ribeiro (UENF). Rio de Janeiro, Brazil - E-mail: chmsouza@uenf.br.

⁵Doctor in Physics, Professor and Researcher for the Doctoral Course in Regional Development and Environment at the Federal University of Rondônia (UNIR), Brazil, Deputy Coordinator of GEITEC – Research Group in Management of Innovation and Technology of the UNIR, Brazil. E-mail: dr.fabriciomoraes001@g mail.co m

Abstract— This study aims to verify the use and mastery of linguistic knowledge in the writing process of Pedagogy students, in the form of Distance Education. The methodology was based on an exploratory analysis of texts produced in the face-to-face assessments that occurred in the first half of 2017. In the analysis of the answers, a descriptive graph of the errors and inadequacies observed was presented. The results show the commitment of writing to the meaning of the text, since this is a result of it. With this study, it was noticed that the university students have presented difficulties in expressing, in writing, their thoughts, their understandings and their opinions in an adequate and coherent way. Therefore, in order to minimize the anxiety experienced by these students at the time of writing, it is suggested that through the Instrumental Portuguese class, which part of the curriculum is, the linguistic aspects responsible for the production of meaning in texts and the interaction of the interlocutors. In order to meet the needs of undergraduate students, in the specific case of Pedagogy, since it concerns the training of teachers, professionals who will work in the literacy of children and young people and need to prioritize knowledge about language, reading and writing of these students.

Keywords— university students writing. language skills. Portuguese language. Distance learning.

I. INTRODUCTION

Students who get in to higher education do not always demonstrate the ability to express their thoughts, understandings and opinions in writing in an appropriate and coherent way and not even perform basic tasks such as writing a report, reviewing or responding to a test (FARACO, 2009).

These deviations found in the writing process of the students are known and discussed by the education professionals. Although the basic education curriculum adds significant hours of instruction in the mother language, such difficulties do not seem to be overcome at the time.

Several factors can be considered relevant to this result, such as, teachers unprepared to deal with these obstacles, large classes, higher teacher work hours and little time for class preparation. And so, as a result, there is the lack of motivation (or even rejection) of the students to engage in the production of written texts, an activity that seems to be to them laborious.

According to the National Curriculum Parameters (NCP) of Portuguese Language (1997, p. 15), "the school has the responsibility of guaranteeing all its students access to the linguistic knowledge necessary for the exercise of citizenship, an inalienable right of all." However, the schools work on this linguistic knowledge in a limited way, using loose sentences to teach grammar rules, and the texts, when inserted in the activities, aim to serve as material for

grammar teaching, never used as main object, in which the elements languages that constitute it are presented as the language in use (BERNARDO and NAUJORKS, 2014).

Geraldi (2002) argues that the teaching of a language can be approached from two different perspectives: a) taking the language as an instrument of communication in interactive processes, which provides the development of the capacity for expression and comprehension - the use of the language; and b) considering language as a system of structural mechanisms, which results in a knowledge about the language. It is understood that it overlaps with that, since it guides most teaching practices, remedying difficulties such as grammar and orthographic rules, which are studied during elementary education, but which do not seem to be learned when analyzing the texts of the college students.

Grammar knowledge, such as the use of nominal and verbal regency and agreement, and the proper use of the basic rules of punctuation marks and syntactic and semantic parallelism should be mastered by undergraduates, especially those who attend graduate courses.

The writing of the academics, in addition to allowing the circulation of information in the scientific community, aims at exposing ideas and reproducing research results to the educational sphere, using specific conventions that differentiate it, for example, from literary writing. The production of this writing is a very complex process, and can cause difficulties for the writer, since it requires clarity and precision in the chain of ideas in the arguments, and time for its elaboration.

Taking this into consideration, Koch and Elias (2011, p. 31) affirm that writing a good text requires knowledge "of a varied nature (linguistic, cognitive, pragmatic, socio-historical and cultural)." Writing, therefore, is not only to put letters on paper, but to elaborate a global and precise sense of a given communicative situation and to make it understandable (DAMIANI et al., 2011, p. 456).

It is through writing that the writer promotes an adequacy of the message with the different readers. The author seizes the words, creating or modifying them according to their need, which reaffirms the relevance of the interaction of the text with the reader. Hence, interaction is the process that permeates the development of language and, consequently, writing.

For Travaglia (1998, p. 23), "language is a place of human interaction, of communicative interaction by producing effects of meaning between the interlocutors, in a given communication situation and in a socio-historical and ideological context." In this way, one can understand as text the production of meanings established by the interlocutors in circumstances of social interaction.

In the case of distance learning students, subjects of this study, once the face-to-face relationship is not established, communication occurs through writing in a virtual classroom, forums, chats, activities, etc.

Thus, we have also to think about the writing of these students, in which communication takes place in a universe filled with interactive resources, but the interaction will only happen if the tools are used by the interlocutors in a significant way. The role of the media tools, available on distance learning platforms, is only to mediate the processes of interaction between the participants, which will give sense and meaning to the teaching process.

Therefore, it was proposed in this research, to analyze the face-to-face assessments of the students of the 4th period of the Pedagogy Course in the Distance Learning mode of Center for Higher Distance Education in the State of Rio de Janeiro and State University of Northern Rio de Janeiro Darcy Ribeiro, noting the deviations occurring in the process of writing the language, the relevance of the linguistic elements and their knowledge of the Portuguese language in the process of meaning construction, in order to find out if these subjects have the communicative ability and if they were favored in the teaching-learning process of reading, writing and comprehension of Portuguese language texts in basic education.

II. REVIEW AND DISCUSSION OF LITERATURE

2.1 Language Skills

The learning process of Portuguese Language requires a creative ability of the student to elaborate the different types of texts as well as the mastery of communicative skills in the different social environments. For this, it is necessary to create mechanisms that help the student in the development of the capacity of representative construction of circumstances of the use of the language, both oral and written.

There is, however, a relevant factor that consists in the difficulty inherent in the act of writing itself, since the student, as Bruer states, has to provide information at different linguistic and conceptual levels to put the 'abstract essence' (thought) on the page. The fact of predicting the information that the reader may need and deciding what information to provide is what turns writing into a difficult task (BRUER 1992, p. 223).

Corroborating the idea of Bruer (1992), Flower and Hayes (1981) affirm that there are mental processes that intervene in the act of writing that, on the one hand have to do with the long-term memory (information that is stored in the

memory) of the scribe and, on the other, with the production context of the same act (situations that arose at the time of writing).

The school should enable students to create data that gives them access to the multiple functions that writing plays in our society. This suggests that the work to be done should focus on the skills that are activated for the production of a text, that is, textual competence.

Moreover, "textual competence" is the ability of every language user to generate own and typical language sequences, that is, the ability to generate an infinite number of grammatical phrases and, consequently, the user would have the " Communicative Competence "- the ability of the speaker to adequately use the language in the several communication situations (TRAVAGLIA, 1998, p. 19).

In the face of all these language requirements, one can also say that transforming oral language into written language and establishing an interaction between people separated geographically, but linked by the same technological support, as in Distance Education, it is not a very easy activity.

It is worth mentioning that Distance Education consists of the educational relationship established between the student and the professor, which is not direct but mediated by the technologies. This communication can be called Computer-Mediated Communication (CMC).

2.2 Distance Education

In Brazil, there is a great expansion of distance learning courses. The implementation of the Distance Education in Brazil began with the Law of Guidelines and Bases of Education, 1996. However, it was only structured from 2000.

The search for this type of education has been gaining more and more space in the educational field and has become commonplace among the population, due to the unavailability of time, the incompatibility of the schedule and even the difficulty of access to the regular school. Distance education emerges as an ideal education option to meet the educational needs arising from the changes of the modern world.

Thinking about education means becoming aware that today it is necessary to contextualize the teaching and learning process in the several modalities of teaching, situating the student in the contemporary scenario of which he is a part and where many reasons, do not have the opportunity to be in the classroom, but have a new modality of learning.

The Distance Education consists of non-presential classes or with few face-to-face meetings. Professor/student communication can be done in multiple ways, which are

amplified in the midst of technological advances, such as the Internet (with platforms, chats, online essays), in some institutions by mail, radio, television, video, CD-ROM, telephone, fax, cell phone, iPod, computer, among other similar technological tools. So it is considered an alternative modality to overcome limits of time and space.

In this way, it can be verified that the meaning of Distance Education consists in the educational relation that is established between the student and the professor, that is not direct, but mediated by the technologies.

Currently, this modality of teaching is as dynamic as the face-to-face, leaving aside the prejudice of many individuals, since it is not a facilitated way of acquiring diplomas, nor of training of low quality. The Distance Education is a system that meets the needs of a specific audience and is covering more and more segments.

For Scheer (1999), the democratization of knowledge and the introduction of new forms of education is an important fact throughout the world.

According to Madeira (2007), in Distance Education, the student is the builder of his own knowledge, becoming the active subject in his formation. This modality of teaching makes the student responsible for his/her learning, since the exchange of experiences between professors and students is not done in classrooms, but in a new communication format.

Therefore, the Distance Education came to benefit quality and functionality with individuals with certain needs, giving them the opportunity to study, train and become full citizens with all their well-developed social and cognitive capacities (LEVY, 1999).

2.3 Licentiate Degree in Pedagogy - Center for Higher Distance Education in the State of Rio de Janeiro - CEDERJ/ State University of Northern Rio de Janeiro Darcy Ribeiro - UENF

The Center for Higher Distance Education in the State of Rio de Janeiro Consortium, scenario of this research, was conceived by Darcy Ribeiro during his term of Senator of the Republic, in the year of 1999, with the objective of carrying out free, the entire State of Rio de Janeiro. Its creation took place on January 26, 2000, through a document generated by the Secretary of State for Science, Technology and Innovation, together with a commission formed by two members from each university and signed by the governor of the state of Rio de Janeiro of that time and by the rectors of the consortium universities.

The Center for Higher Distance Education in the State of Rio de Janeiro (called in Portuguese – CEDERJ) belongs to the Foundation Center for Science and Higher Distance

Education of the State of Rio de Janeiro (CECIERJ in Portuguese), an agency linked to the State Secretariat of Science, Technology and Social Development. From 2006, CEDERJ joined the Open University System of Brazil and started to receive resources, also, from the federal government (COSTA, 2009). It is made up of seven public higher education institutions: State University of Northern Rio de Janeiro Darcy Ribeiro (UENF), State University of Rio de Janeiro (UERJ) Fluminense Federal University (UFF), Federal University of Rio de Janeiro (UFRJ), Federal University of Rio de Janeiro State (UNIRIO), Federal Rural University (UFRRJ), Celso Sukow Federal Center for Technological Education (CEFET) and Fluminense Federal Institute of Science and Technology Education (IFF). The CEDERJ is also constituted of 33 poles in different cities of the state of Rio de Janeiro.

The CEDERJ Consortium is a physical reference so that more than 30 thousand enrolled in its 15 undergraduate distance courses can carry out mandatory classroom activities such as classes in the laboratory, assessments, face-to-face tutoring, etc. The consortium offers 15 higher level courses between Bachelor, Undergraduate, Licentiate Degree and Technologist in the blended modality with a diploma issued by the consortium university without distinction of face-to-face education.

These courses allow the student to study at the place and time of his/her preference, following a schedule. For this, it counts on specially elaborated didactic material, besides the support of tutorial presence, in the own poles, and the distance, by telephone (0800) or by the Internet. There are no face-to-face classes, but some courses require a minimum number of poles to practice laboratory classes, fieldwork, group work, and compulsory curricular training. In the curricular matrix are present the disciplines of Instrumental Portuguese Language, in the first period; Portuguese Language in Education I, in the third period; and Portuguese Language in Education 2, in the fourth period. However, the syllabus of these disciplines does not address the linguistic aspects that concern the written activity, in the sense of assisting the student in his deficiencies, naturally due to the complexity of the language.

The Licentiate Degree in Pedagogy distance learning program aims to train professionals to be educators committed to inclusive education and cultural diversity, as well as to train teachers to work in the following segments: elementary education, education vocational education, youth and adult education, secondary education (teacher training); management (administration, supervision and guidance) and non-formal teaching spaces.

The program of the Pedagogy Course is expected to last eight semesters; and the student can finish his studies in a maximum of 15 semesters.

The present study has as object of investigation the group of the 4th period of Pedagogy, enrolled in the Management 2 class, in the modality of Distance Education. The choice of this group was random and with the authorization of the coordinator of the class, to access the evaluations (AP1 and AP2) that would be analyzed.

III. APPLIED METHODOLOGY

The methodology of the research covered the quantitative and qualitative analysis of exploratory character, to identify the deviations of the linguistic elements occurred in the analyzed evaluations. A questionnaire with closed and open questions was used as a research tool.

The questionnaire was developed in Google Forms, in the Google platform and sent to the electronic address of each student by the tutor of the Management 2 class.

The questionnaire was applied to the students of the fourth period of Pedagogy, enrolled in the four poles belonging to the UENF (Bom Jesus de Itabapoana, Itaperuna, São Fidélis, and São Francisco de Itabapoana towns).

According to the enrollment records in the CEDERJ archives, there were 101 students enrolled in this discipline, but according to the number of evaluations, it was found that only 80 students were attending. However, according to the consent form sent to the questionnaire, 61 of them agreed to participate in the survey.

The *corpus* of this research was constituted, in addition to the questionnaire, also of 156 face-to-face assessments (AP1 and AP2), with closed and open questions elaborated by the coordinator of the discipline, possessing essay answers collected from February to July 2017.

Summing up, the results on the writing of undergraduate students of Pedagogy – Distance Education are given, presenting a reflection that can contribute with the discussions about the use of the language and the deficiencies in the writing that the students bring from the basic education to the higher education.

3.1 Profile of the students from CEDERJ/UENF Pedagogy course

To know the profile of the research subjects, a questionnaire was composed of nine closed questions and 12 open questions, focused on characteristics related to students' routine as academics and the interest and taste for writing in general.

The analysis of these data, in conjunction with the texts written by these university students, shows the great dilemma in which these subjects live when they are faced

with the need to write academic texts, respond to the assessments applied by CEDERJ or in different circumstances.

The age group of the students is divided into: 7% is under 20; a large part (36%) are in the age group of 21 to 30 years; 35% are between 31 and 40 years old and 22% of them are over 40 years old. Considering these data, it is evident that with the Distance Education, the opportunity is available to those who want to grow and learn, and makes it clear that there is no defined age to start studies, no one has to be embarrassed to enter a college with advanced age.

It was pointed out that the majority of students enrolled in the fourth period of the Pedagogy course in Management 2 (90%) were female. This data confirms the findings of several studies, such as Limonta (2009), which confirms that women still seek teacher training courses more than men, especially at the levels of Early Childhood Education and years elementary school.

It was also asked about the workload of these students and if they had children. Only 3.3% do not work; 13.3% work up to four hours a day; 46.7% work 8 hours daily and 36.7% work more than 8 hours a day. Of these, 36% do not have children; 38% have 1 child; 23% have 2 children; and 3% have 3 children.

Comparing answers 2, 3 and 4, it leads to the premise that teaching continues to be a profession for women, which refrains from dreaming of other areas because of the need for a reduced or adequate workload to care for the children and as a concept, that her income is complementary to that of her husband, who, for these young women dedicated to educational tasks, is an indispensable figure.

In the analysis of the data, the information stands out when faced with the majority: (90%) of the students are female; 64% have children, and most work up to 8 hours a day, extolling the theme that marks the insertion of women in teaching.

Only 15% of those surveyed already have an undergraduate degree in Fashion Design, Literature, Psychology, Bachelor of Law, Production Engineering, Bachelor of Economics with Postgraduate in Administration and Marketing, Nursing, Degree in Primary Teaching and Learning, Social Studies.

Even though they have a high school diploma and have been trained to practice a profession, they have decided to take up the Faculty of Pedagogy, offering a profession that suits their living conditions, offers more convenience, offers more jobs in the job market, and brings more comfort in the accommodation of time and domestic routine, with the eagerness of home and children.

The other students, that is, 85% are studying for the first time and also showed through the answers of the questionnaires that they chose the Pedagogy course for the same reasons as the other 15% who already have the upper course.

Many of them were without studying, remaining outside the university for some time, much of it was between 6 and 15 years outside the institution of education (27%), coming back later when they felt the need or had opportunity.

With regard to the main objective of the research, which is to approach the students' knowledge about the Portuguese Language, reading and writing, we inquired about the appreciation of reading and the frequency of writing.

According to the data, most people like to read (75.4%) and write (77%), read daily (70.5%) and write in different circumstances (23%). These data served as a basis for crossing the reality presented in the questionnaires and the writing analyzed in the evaluations, in order to verify if these graduates present good performance when answering the questions applied in the activities of the discipline under analysis.

IV. ANALYSIS AND RESULTS

The present research initially covered the quantitative analysis for the general observation of the occurrence of errors, in the essay texts produced in the answers to the questions of the Presencial Assessments. The students answered theoretical questions of Management Discipline 2, for example: "Defining the concept of Democratic Management of Education"; "Describe the specificities of each Education Council in the democratic management of education"; and "What is the difference between democratic administration and business management?"

The data were then counted from the evaluated source, verifying the writing errors categorized in phonological, morphological and syntactic, according to the typology of Cagliari (2006).

The errors mentioned here (slips of the tongue or incorrect propositions from the point of view of the formal language), without considering them as impediments of communication, are considered in this analysis as fundamental elements in the understanding of the functionality of written language.

It is important to point out that Bortoni Ricardo (2008) and Cagliari (2006) do not address the errors as a matter of "right" or "wrong", but in a denomination of "adequacy" or "inadequacy."

For this analysis, we sought to fit the inadequacies present in the *corpus* of this research, using Cagliari's criteria

(2006) in a descriptive table with the number of errors in each typology, according to graphs 1, 2 and 3. From the total of 522 errors found in the texts produced as answers in 156 evaluations, 222 errors were phonological

(52%), 51 errors were morphological (7%) and 249 errors were syntactic (41%). The errors presented in these three classifications were also subclassified with the characteristics within each group, according to Table 1.

Table.1: Types of errors as typified by Cagliari (2006), adapted.

TYPICAL	CHARACTERISTICS	NUMBER OF ERRORS
Phonological	Transposition of speech to writing: exchange of phonemes; deletion of vowels and syllables; spelling (vowel, consonant, digraph), punctuation, accentuation.	222
Morphological	Violation of the morphic structure as a junction or concatenation, omission and separation of morphemes and different morphic form, inflection words.	51
Synthetics	Lack of cohesion, lack of order in the sentence; in terms of clause (members and accessories), in verbal and nominal agreement, in verbal and nominal regency, vocative, apposition, placement/ use of terms.	233
Lexical-semantic	Coherence: logical relation between ideas; inference of a meaning or idea through the articulation of their sentences and paragraphs and through linguistic resources (punctuation, vocabulary, etc.).	16

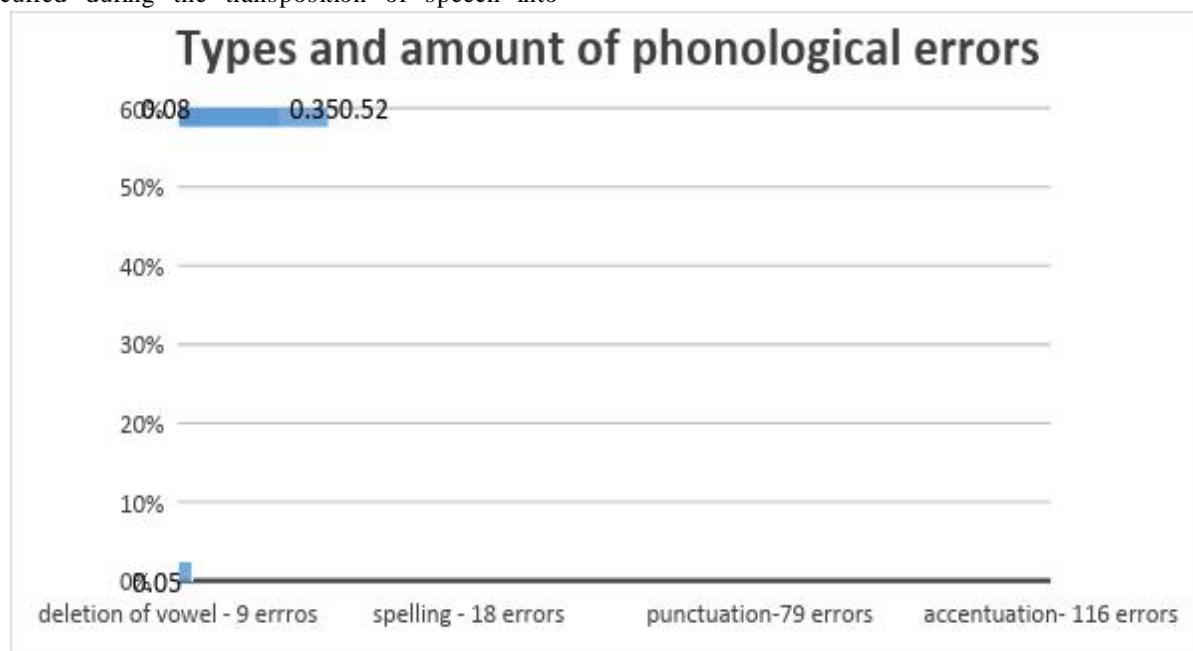
Graphs 1, 2 and 3 provide some examples of errors found in the corpus of this research, separated into three categories, according to the typifications presented in Table 1.

4.1- Phonological:

In the phonological typology, we deal with the inadequacies that occurred during the transposition of speech into

writing, such as the exchange of phonemes, exchange of phonemes, deletion of syllables; spelling (vowel and consonantal encounters, digraphs); punctuation and accentuation.

In this typology, there were 222 errors, as described in graphic 1.



Graph.1: Types and amount of phonological errors

Source: survey data

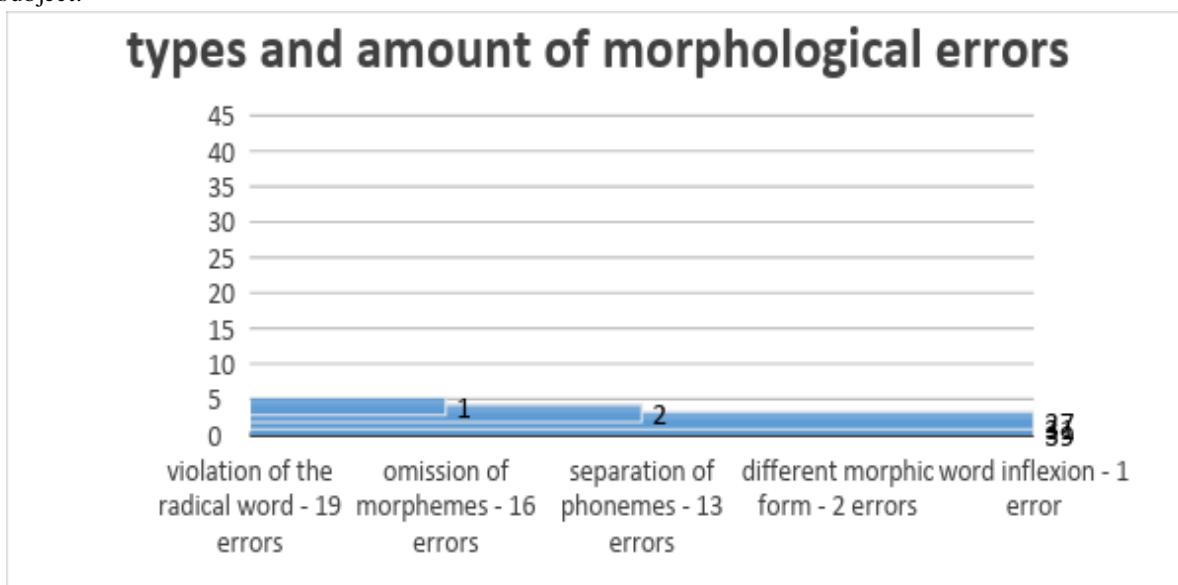
Examples of phonological errors:

- a) "Pra vários setores participarem da gestão" = deletion of vowel.
- b "A administração empresarial não **necessita** de segmentos da comunidade" = miss spelling.
- c) "Cada **município** tem o seu conselho" = error of accentuation.
- d "Os conselhos municipais de educação, são formados por agentes do governo" = punctuation error, use of the comma after the subject.

4.2- Morphological

In the morphological typology, we deal with the inadequacies that occurred in the structure of words, such as structure violation, omission of morphemes, separation of morphemes, different morphic form, and inflexion of words.

In this typology, there are a total of 51 errors, as described in figure 2.



Graph.2: Types and amount of morphological errors

Source: survey data

Examples of morphological errors:

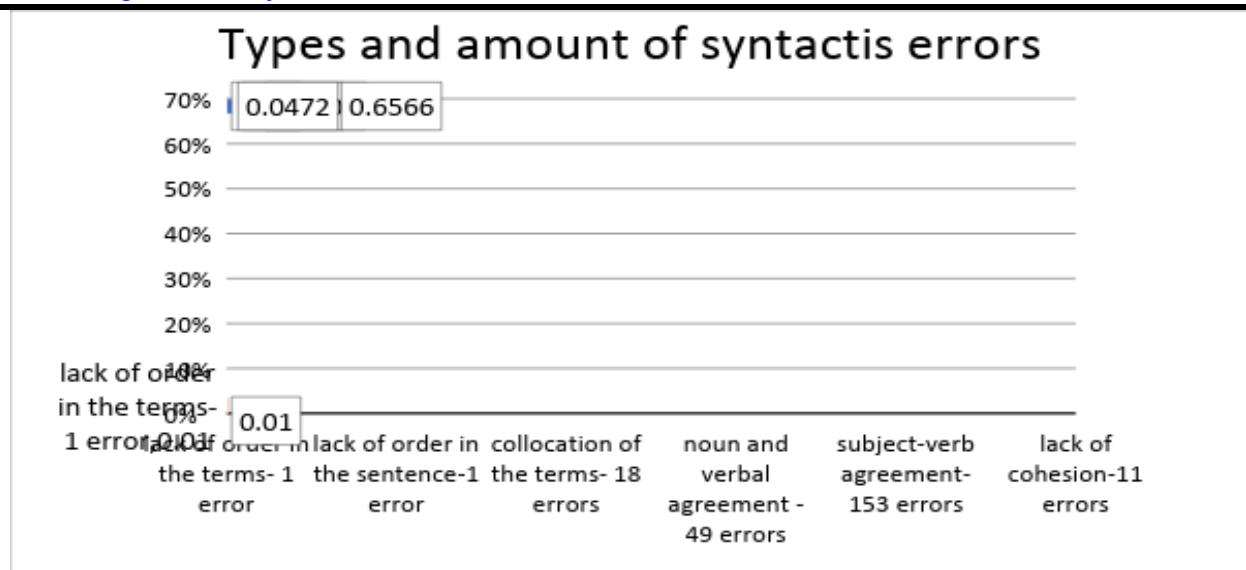
- a) "...**cordenar** as secretarias ..." = there was a violation of the word radical.
- b) "As escolas devem **trabalha** as lideranças" = There was omission of morphemes.
- (c) "... que haja **nece-ssidade** da participação..." = error in the separation of phonemes. The student did not know how to recognize the "ss" as a digraph, so he separated the word in the same way as the consonantal meeting, leaving both phonemes on the same syllable.
- d) "O conselho tem a função **fiscalizativa**" = different morphic form.
- e) "Todos **estavão** participando do conselho" = error in the flexion of the word. The student showed ignorance of two phonological-phonological graphemes presented in the

ending of the personal number of the imperfect tense in this verb, which lead to the same phoneme (descending nasal diphthong [ãm])

4.3- Synthetics

In the syntactic typology, we deal with the inadequacies that occurred during the construction of texts, such as the order of terms in sentences, the placement and use of terms in clause, subject- verb agreement, verbal and nominal agreement, as well as, the cohesion and coherence of the text, elements responsible for the interaction and production of the senses, which make the communication between the author and the reader.

In this typology, a total of 233 errors were obtained, as described in figure 3:



Graph.3: Types and amount of syntactic errors

Source: survey data

Examples of syntactic errors:

- a) Antes só era composto por nomeação política, **agora todos podem.**" = complete paragraph is missing, leaving the meaningless answer complete.
- b) "A administração vai atuar de forma **onde** que todos possam dar sugestões" = error in the collocation of the terms.
- c) "A Administração empresarial e clássica apenas **se cumpre** o que lhe é imposto **e não** é que **lhes** é dado o direito de se manifestar sobre qualquer **décisão.**" = lack of order in the sentence, errors in employment and collocation of terms and violation of the word.
- d) "Os conselhos de educação **orienta e fiscaliza** as escolas **municipal**". = error of subject- verb agreement.
- e) "Conselhos escolares são realizados na própria escola ou instituição e podem participar a comunidade, os

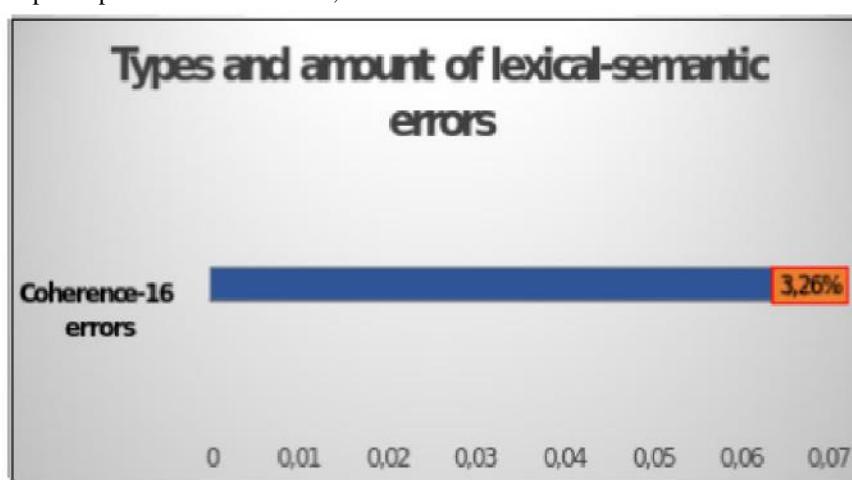
responsáveis, os funcionários e os alunos." = error of agreement (**deles podem participar**).

f) "Gestão democrática da educação é uma gestão **onde** você expõe suas opiniões, **cujo, onde** os direitos e deveres são colocados." = error in the use of terms.

4.4 Lexical-Semantics

The lexical-semantic typology deals with the use of words in the text, establishing their several relations in the many types of associations, which leads to a greater diversification of meanings, an enrichment of the reference universes, and greater ease in the logical a speech or text, facilitating the interaction between the interlocutors.

In this typology, there were 16 errors among the total of 522 observed in the responses evaluated, according to chart 4.



Graph.4: type and amount of lexical-semantic errors

Source: survey data

Examples of lexical-semantic errors:

- a) "Gestão democrática os professores, diretores, alunos, pais, membros da comunidade que é a sociedade, a participação no conselho para uma educação de qualidade para todos". = Lack of semantic articulation, omission of words causing incoherence in response.
- b) "A administração democrática é utilizada em geral, a administração empresarial, a democrática é utilizada conforme a norma do espaço" = There was no semantic chaining, compromising textuality and leaving the answer meaningless.

The errors or inadequacies presented here are fundamental elements that compromise the production of meanings in the construction of the text, since people use the language for this purpose. Thus, it is conceived that syntax is part of this process as an essential element.

Taking back the typologies mentioned by Cagliari (2006), it is worth bringing up the characteristics of the syntax in which the elements of cohesion are approached, which intertwine resulting in a composition of coherent textuality. According to Koch and Travaglia (2007), coherence does not depend on cohesion to produce meaning, it is able to establish textuality through a linguistic sequence, enabling the interaction of the interlocutors, and cohesion gives sustainability in the construction of the text, facilitating the understanding, that is, promoting the act of communication. Understanding interaction as an important factor in any communicative context, it must be ensured that, in this evaluative environment, where Pedagogy students of the Distance Education modality are found, this factor is much more important, since the student needs to expose their answers, their understandings on the subject in a clear, objective and coherent manner with the questions presented. Investigating the linguistic resources that weave the text requires an approach of all the linguistic characteristics that compose or articulate the syntactic and semantic relations, in any textual type and genre. To all this articulating process to produce a text, one can stand out as a principle responsible for the sequence and meaning of the text: cohesion. The cohesive elements are the articulators responsible for the threads of sentences, utterances or major sequences of the text (KOCK, 2010).

Thus, it is possible to understand as syntactic error this excerpt present in the evaluation of a student of the research:

Ex: "A administração democrática visa o interesse de todos, foca as questões relacionadas à cidadania e administração empresarial científica **cujo** só um grupo tem acesso, **pois** a elite tem acesso".

It appears that the relative pronoun is misplaced, loose, unrelated to any term and the cohesive element "pois", which should explain or exemplify what has already been expressed, in order to further complement the argument, did not have this function, creating confusion in the sentence statement and, consequently, compromising the coherence of the response.

This research, therefore, focuses on the reflection about the construction of meaning in the text. However, understanding the language as a system, a set of elements described in terms of their relations, it is assumed that this relation occurs in the correspondence between the linguistic signs that constitutes the language, that is, the construction of meaning happens from the relations established in the use of the linguistic system. And, in the processes related to text production, we must also consider the situations of social interactions and the historical-social context, in which the voices that are interrelated in different ways are present.

Authors like Geraldi (1997), Fiorin (2003, p. 72) and Marcuschi (2010) emphasize language as a production of knowledge, in which the interlocutors understand and project their worldviews, considering also that the language goes through transformations through language, and thus, the communication of the subject with the other occurs at the moment in which the interaction between them happens. Based on these reflections, it is worth noting that, when analyzing the texts of the students in this research, several situations can be verified that demonstrate that many undergraduates do not have the domain of structuring of the syntactic entities in the sentences or the periods, so that there is a commitment in the interaction and in the production of sense of the text, that is, a combination of these units, as Neves suggests:

it is necessary to combine these syntactic units into efficient communicative pieces, which involves the ability to adapt the statements to the situations, the objectives of the communication and the conditions of interlocution. And all this, is integrated into the grammar (NEVES, 2002, p. 226). Student responses confirm the lack of these skills, when 63% reported writing under different circumstances, such as work, electronic mail, WhatsApp messages, Messenger, and other media, but noted their difficulties in writing. They also reported that they have little mastery of spelling (24.6%); many say they do not have much knowledge of agreement (38.6%); (36.8%) have difficulty in concatenating ideas, texts have problems of cohesion, (occurrence in which student creates disconnected and repetitive sentences), lack of coherence (construction of sentences and periods without meaning), that is, deviations

that hurt the rules of verbal and nominal agreement; problems of order in the sentence, in short, face barriers in elaborating a cohesive and coherent text, interactive and with full meaning.

On the other hand, most students say that they feel more comfortable when they can write freely in the forums, where the language requirement, according to them, is less rigorous. In this category (44.3%), he says he has more freedom to write; have more time to research and rectify possible errors; can be more objective; can interact with other colleagues; say that the issues raised in the forum are broader than in the Presential Assessments, which are limited by more specific responses.

They report that in the forum they can share the thoughts, discuss ideas, position themselves, dialogue; have more time to analyze the issues; exchange ideas with other students; feel freer and less apprehensive; have time to write a good text; they are more likely to express their opinions; they are less concerned with the formality of language; have an opportunity to express themselves better (explaining the answers).

Since in the Presential Assessments there is a limitation of lines and in most cases, there is no possibility of completing the answers, which interferes with the final grade; can enter the platform and respond at any time, with no time determined having time to research on the subject, if it is necessary; they become strained at the time of the Presential Assessments and have difficulty expressing themselves in the way they would like. This happens even when they read the subject matter before the evaluations.

It was also possible to verify that phonological errors (52%) matched syntactic errors (41%). This refers to the idea that both teacher and school seem to care about student learning, taking advantage of these errors only to reprove and not as teaching tool, when the opportunity for feedback would be the ideal to solve this great problem that creeps through from basic education to higher education.

In most cases, these difficulties in expressing themselves in writing appear when there is a need to elaborate answers in written evaluations, since, according to the answers of the questionnaire, they show a great deal of insecurity when responding to presential assessments, since in this, there is a need for more formal writing.

In this evaluative context it is imperative that the student makes himself understood, since his answers need to produce understanding so that there is interaction between author (student) - text (answers) - reader (tutor/coordinator).

A great and relevant question for the purpose of this research was:

"In your opinion, what are your difficulties in writing?"

In answers, several were the justifications, as for example:

"This problem stems from poor teaching in basic education"; "Lack of basic elementary and secondary education"; "Lack of reading incentive"; "Little practice of textual production in basic education" etc.

Thus, it can be seen that the problem of writing, as a subject so much discussed by researchers in the field, originates from the school base.

Based on Magda Soares (2016), it is necessary to prepare this teacher who goes to class with the function of literacy. It is at this moment that the student will have his first contacts with the language and, consequently, with the writing. The teacher will find children with complex cognitive abilities and to understand and master a system of representation of written language, the child goes through a process of very abstract understanding.

The author further says that the reflections about teaching are more concerned with methods than with process. It has long been known that oral language is innate and written language is cultural. Therefore, it is up to the literacy teacher to take care of directing the students to the paths that lead to the knowledge of the language, always understanding that literacy is not a problem only of pedagogy, but also of psychology and all linguistic sciences.

In order to do that, the National Curricular Parameters - PCN (BRASIL, 1999, p.125) declare that students must acquire the basic knowledge of the Portuguese Language in Primary Education, improving them in High School. In this second phase, with the improvement of the knowledge of the language, acquire interactive, textual and grammatical skills of the mother tongue. These competences range from the development of critical potential, the training of effective readers, as well as the use of language in the various circumstances of communication.

One of the main challenges facing both distance and classroom education today is to propose new ways of teaching how to use language systems and the structuring of syntactic entities in sentences or periods, so that there is a combination of these units, favoring the production of meanings of the produced texts and the interaction between the interlocutors.

In this sense, it is necessary to seek to innovate at all times, to explore the several resources that can motivate the student to read and write, to reflect and, through reflection, to be able to transform information into knowledge.

V. FINAL CONSIDERATIONS

The results obtained, which constitute studies of the language, became even more worrisome in undergraduate courses, when the student is required to have linguistic and textual skills which, in general, he did not learn. This concern increases even more in undergraduate courses, when these students are prepared to appropriate these skills as a working tool in their pedagogical practices.

To be a professional capable of acting in the area of education with greater aptitude, it is necessary to have autonomy of production of knowledge through reading and qualified writing.

Therefore, it is pointed out with more attention, for the undergraduate courses and, more specifically for the Pedagogy course, in which these graduates will act in the literacy of children and young people.

The analysis of the evaluations of the university students of this research places us before a worrisome situation, making us reflect on the need to prepare pedagogical professionals as critical and reflexive people and teachers capable of developing their teaching degree autonomously, if enabled to take their pupils to be increasingly competent readers and writers.

In this context, language is considered as the ability to utter collective meanings and to articulate their varied representations contextualized in everyday situations. The main reason for any act of language is the production of meaning.

Therefore, in order for these challenges at the moment of writing to be faced with more ease and security, it is suggested that through the Instrumental Portuguese class, which is part of the university curriculum, the linguistic aspects responsible for production of texts and the interaction of the interlocutors. This proposal aims at meeting all the needs of undergraduates and especially graduates in Pedagogy, who will be literacy professionals responsible for bringing children and young people to seek knowledge.

Literacy is much more than teaching reading and writing. Literacy is to direct the student to the different areas of knowledge and, especially, about the knowledge of the language, given that it is through the language that comes to global knowledge.

Therefore, all the possibilities of possible languages favorable to the fact in question - communication - must be taken to these graduates, demonstrating the relevance of studies on the production of text in oral and written practices of language use - and, more broadly, in language, in different social instances, therefore, pointing out the importance of approaching situations of interaction,

considering the ways in which the production of meanings is given and guaranteeing the much desired author-text-reader interaction.

REFERÊNCIAS

- [1] BERNARDO, B. A.; NAUJORKS, J. da C.(2014) *Texto: Objeto de ensino para o aprendizado de Língua Portuguesa*. Trabalho de Conclusão de Curso. UFRGS.
- [2] BORTONI-RICARDO, Stella Maris. (2008). *Educação em língua materna: a sociolinguística na sala de aula*. São Paulo: Parábola.
- [3] BRASIL. (1997). *Parâmetros Curriculares Nacionais*: Linguagens, códigos e tecnologias. Brasília, p.15.
- [4] BRASIL. (1999). *Parâmetros Curriculares Nacionais*: Linguagens, códigos e tecnologias. Brasília, p.125.
- [5] BRUER, T. (1992). *Escuelas para pensar. Una ciencia del aprendizaje en el aula. Escritura: temas de educación. Transformar el conocimiento*, Madrid, Ministério de Educación y Ciência, p.223.
- [6] CAGLIARI, L. C. (2006). *Alfabetização e Linguística*. 10ª ed. São Paulo: Scipione, 2006.
- [7] COSTA, C. J. da; PIMENTEL, N. M. (2009). O sistema Universidade Aberta do Brasil na consolidação da oferta de cursos superiores a distância no Brasil. *ETD-Educação Temática Digital*, v. 10, n. 2, p. 71-90.
- [8] DAMIANI et al. (2011) *Diagnóstico e análise da escrita acadêmica*. Linguagem & Ensino, Pelotas, v.14, n.2, p. 455-478, jul./dez. p. 456.
- [9] FARACO, C. A. (2009). *Linguagem e diálogo: as ideias linguísticas do Círculo de Bakhtin*. 1. ed. São Paulo: Parábola.
- [10] FLOWER, L. S. e HAYES, J. R. (1981). A cognitive process theory of writing. In: *College composition and communication*, 32, p. 365-387.
- [11] FIORIN, J. L. In: CORTEZ S. & XAVIER A. C. (orgs.) (2003). *Conversas com linguistas: virtudes e controvérsias da linguística*. Parábola, São Paulo, p. 72.
- [12] FUNDAÇÃO CECIERJ, (2016). Centro de Educação Superior a Distância do Estado do Rio de Janeiro. Disponível em: file:///C:/Users/janet/Desktop/pasta%20tese/Apresentação%20Consórcio%20Cederj_TUTORIA_2016_2_no_vo.pdf. Acesso em: 30 jul 2017.
- [13] GERALDI, J. W. (2002). *Portos de passagem*. São Paulo: Ática.

-
- [14] KOCH, I. G. V. (2010). **A coesão textual.** 20^a ed. São Paulo: Contexto.
 - [15] KOCH, I. G. V.; TRAVAGLIA, L. C. A. (2007). **A coerência textual.** São Paulo: Contexto.
 - [16] KOCH, I. G. V.; ELIAS, V. M. (2011). **Ler e escrever: estratégias de produção textual.** 2. ed. São Paulo: Contexto.
 - [17] LÉVY, P. (1999). **Cibercultura.** Rio de Janeiro: Editora 34.
 - [18] LIMONTA, S. V. (2009). **Currículo e formação de professores [manuscrito]: um estudo e proposta curricular do curso de da Universidade Estadual de Goiás.** Tese – Doutorado em Educação, Faculdade de Educação, Universidade Federal de Goiás, Goiás, f. 332.
 - [19] MADEIRA, L.L. (2007). Políticas públicas de formação docente face à inserção das TICs no espaço pedagógico, in.: **Educação a Distância e formação de professores: relatos e experiências.** CCEAD PUC - Rio.
 - [20] MARCUSCHI, A. L. (2010). **Produção textual, análise de gêneros e compreensão.** São Paulo: Parábola Editorial.
 - [21] NEVES, M. H. de M. (2002). **A gramática: história, teoria e análise, ensino.** São Paulo: Editora UNESP.
 - [22] SCHEER, S. (1999). Meios interativos em educação a distância. Em: Polak, Y.S.; Martins, O.B.; Sá, R. **Educação a Distância: um debate multidisciplinar.** Curitiba, UFPR, 29 e 30 de julho.
 - [23] _____. (1998) **Gramática e interação: uma proposta para o ensino da gramática no 1º. e 2º. graus.** São Paulo: Cortez.